



Aneta VIOT
juniorendag
conference on applied linguistics

Programme

April 28, 2023

10:00 - 10:30

Registration & coffee – **Entrance hall**

10:30 - 10:40

Opening – **SJCM 00.100 (auditorium)**

10:40 - 11:25

Plenary session 1 - SJCM 00.100 (auditorium)

Elke Peters – *Learning a language from foreign language media: the role of out-of-school language contact*

11:25 - 11:45

Coffee break - **Entrance hall**

Parallel session 1

Room 1 - Foreign language learning

SJCM 01.150

11:45 - 12:05

Helena Wedig (Universiteit Antwerpen) - *A corpus-based analysis of grammatical cohesion in L2 German: Insights into the effect of learners' native language on academic writing proficiency in a foreign language*

Room 2 – Pragmatics

SJCM 01.160

Dries Cavents (Universiteit Gent) - *Rapport management and multimodality in onsite and video remote interpreting*

Room 3 - Language & Cognition

SJCM 01.180

Margot Vancauwenberg (KU Leuven, Scriptieprijs laureate) - *Women, Blood and Dangerous Things: A study on the conceptualization of and lexical diversity for menstruation with a focus on metaphorical and metonymic processes*

12:05 - 12:25

Amaury Van Parys (Universiteit Gent) - *The vocabulary demands of English and French L2 textbooks: A cross-lingual corpus study*

Laura Sala Franch (Universiteit van Amsterdam)

- *Functional Communication in Waterfowl Birds: Applying pragmatics linguistics theory of Speech Act Theory to naturally occurring animal behaviour*

Saioa Cipitria (Rijksuniversiteit Groningen)

- *Content learning and attention in L1 and EMI lectures*

12:25 - 12:45

Aaricia Ponnet (Universiteit Gent) - *The acquisition of Differential Object Marking: a longitudinal study on L1 Dutch learners of Hindi as a foreign language*

Lois Rink (VU Amsterdam, Scriptieprijs laureate) -

Automatic Classification of Speech Acts in tax service letters

Daan van Soeren (Rijksuniversiteit Groningen) -

Yo creo que fue un sá... A Word Priming Experiment on Spanish Stress

12:45 - 13:30

Lunch break - Entrance hall

Parallel session 2

Room 1 - Discourse analysis

SJCM 01.150

Room 2 - Multilingualism & intercultural communication

SJCM 01.160

Room 3 – Methodology

SJCM 01.180

13:30 - 13:50

Sofie van der Meij (Rijksuniversiteit Groningen) - *Postmortems as an environment for making sense of gameplay in the tabletop game The Mind*

Katherine Firth (Rijksuniversiteit Groningen) - *Self-Perceived Experiences of Multilingualism on the Ageing Mind*

Mark van Huizen (Rijksuniversiteit Groningen) - *Introducing a Meaningful Focus on Form to facilitate the learning of imperfect subjunctive*

13:50 - 14:10

Erynn Young (Universiteit van Amsterdam) - *Is it black and white? Whiteness' rhetorical silence within #BlackLivesMatter social media posts*

Zoe Wang (Rijksuniversiteit Groningen) - *Multilingualism in Crisis Communication: Use of Minority Languages in COVID-19 Awareness Campaigns in the Netherlands*

Nils Rehlinger (Universiteit van Amsterdam) - *Pilot Study: Modifying the Implicit Association Test, Measuring Implicit Language Attitudes towards Gendered Forms in Luxembourgish*

14:10 - 14:30

Lisa Salm (Radboud Universiteit) - *Hoe storytelling wordt gebruikt om nieuwe vormen te construeren in alledaagse gesprekken over Covid-19*

Yiwen Jin (KU Leuven) – *Developing Intercultural Competence with Social Media in Chinese Classrooms*

Lorie Vandooren (KU Leuven, [Scriptieprijs laureate](#)) - *Studenten en de Schrijfhulp: de juiste klik? Het gebruik en het effect van de Schrijfhulp Academisch Nederlands*

14:40 - 15:30

Poster session

15:30 - 15:50

Coffee break - Entrance hall

15:50 - 16:35

Plenary session 2 - **SJCM 00.100 (auditorium)**

Ninke Stukker – *Register, genre, style - or just: style?*

16:35 - 17:00

Thesis prize award & poster prize award ceremony - **SJCM 00.100 (auditorium)**

17:00

Drinks - Entrance hall

Table of contents

Learning a language from foreign language media: the role of out-of-school language contact.....	1
A corpus-based analysis of grammatical cohesion in L2 German: Insights into the effect of learners' native language on academic writing proficiency in a foreign language	2
The vocabulary demands of English and French L2 textbooks: Across-lingual corpus study	3
The acquisition of Differential Object Marking: a longitudinal study on L1 Dutch learners of Hindi as a foreign language	4
Rapport management and multimodality in onsite and video remote interpreting.....	5
Functional Communication in Waterfowl Birds: Applying pragmatics/linguistics theory of Speech Act Theory to naturally occurring animal behaviour).....	6
Classification of Speech Acts in tax service letters	7
Women, Blood and Dangerous Things: A study on the conceptualization of and lexical diversity for menstruation with a focus on metaphorical and metonymic processes	8
Content learning and attention in L1 and EMI lectures.....	9
Yo creo que fue un sá... A Word Priming Experiment on Spanish Stress.....	10
Postmortems as an environment for making sense of gameplay in the tabletop game The Mind.....	11
Is it black and white? Whiteness' rhetorical silence within #BlackLivesMatter social media posts.....	12
Hoe storytelling wordt gebruikt om nieuwe vormen te construeren in alledaagse gesprekken over Covid-19	13
Self-Perceived Experiences of Multilingualism on the Ageing Mind	14
Multilingualism in Crisis Communication: Use of Minority Languages in COVID-19 Awareness Campaigns in the Netherlands	15
Developing Intercultural Competence with Social Media in Chinese Classrooms	16
Introducing a Meaningful Focus on Form to facilitate the learning of imperfect subjunctive	17
Pilot Study: Modifying the Implicit Association Test, Measuring Implicit Language Attitudes towards Gendered Forms in Luxembourgish	18
Studenten en de Schrijfhulp: de juiste klik? Het gebruik en het effect van de Schrijfhulp Academisch Nederlands	19
Chinese Education at Confucius Institutes in Belgium: A Pedagogical and Socio-Cultural Perspective ...	20
Meertalige communicatie in de Logopedie.....	21
De invloed van Engels als tweede taal op het verwerven van de Nederlandse bijzinsvolgorde	23
Going beyond the individual learner: a study on the influence of specific instructor individual characteristics on reported classroom practice in the Dutch as L2 classroom	24
De invloed van beats en iconische gebaren op de narratieve vaardigheden van kleuters.....	25
Digital Discourse as a Stage for Social Change: The Real Voices of Holland	27
'Eating', 'drinking' or both?: Dutch and English exposure effects on the structure of young bilinguals' receptive vocabulary networks	28

The Role of Silent Pauses and Hesitation Markers in L2 Oral Production: Analysing Speaking Tasks	
Eliciting Autobiographical Memory Retrieval.....	29
Written fluency in Dutch and English among DMI and EMI students.....	30
Extramural activities and their relationship with English as a foreign language – Internetese versus standard English?	31
The use and effectiveness of multimodal online baking instructions.....	32
Register, genre, style - or just: style?	33

Learning a language from foreign language media: the role of out-of-school language contact

Elke Peters (KU Leuven)

There is an increased interest in language learners' use of foreign language media and its relationship with language learning (e.g., Dressman & Sadler, 2020; Nunan & Richards, 2015; Reinders, Lai, & Sundqvist, 2022). Studies on the benefits of audiovisual input are gaining traction in the field of second language acquisition (e.g., Montero Perez, 2022; Peters & Muñoz, 2020). In addition, a growing number of studies have started to focus on the link between learners' engagement with foreign language media outside of school and foreign language development. Given the limited classroom time for foreign languages, the use of foreign language media outside of school has been advocated as a way to increase learners' language contact (e.g., Webb, 2015).

In this talk, I will highlight some of the recent research into out-of-school language learning from media that has been carried out with different age groups. I will show how media and especially English language media play a role in language learners' everyday lives. I will provide an overview of the different out-of-school language activities (gaming, watching foreign language tv, using foreign language social media, reading) that language learners typically engage in and how the popularity of these activities may change with age.

I will draw on my own and colleagues' recent work on out-of-school language learning to show the learning potential of media for different aspects of language learning and vocabulary in particular. This talk will also address how language learning outside of school relates to language learning inside of school. Specific attention will be paid to the research conducted in Flanders with young learners who have not received any English lessons yet. Flanders (the Dutch-speaking region in Belgium) makes an interesting case for studying how learners can pick up a foreign language (English) from mere exposure and interaction because Flanders has a late starting age for English in school (grade 7 or 8). However, because of the omnipresence of English in popular media, many Flemish learners are exposed to large amounts of English-language input in different types of media before they start learning English in schools.

My talk will end with a methodological reflection on the research into out-of-school language learning from popular media and with potential avenues for future research.

A corpus-based analysis of grammatical cohesion in L2 German: Insights into the effect of learners' native language on academic writing proficiency in a foreign language

Helena Wedig (Universiteit Antwerpen)

My research project investigates how advanced learners of German as a foreign language (L2) establish cohesion in their academic writing. The ability to write cohesive texts, that is, use grammatical and lexical devices appropriately to signal the logical structure of a text to readers, is important for academic writing. Research into L2 English has shown that L2 learners use cohesive devices differently from L1 users (e.g., Appel & Szeib; Hinkel, 2001; Lu & Ai, 2015). Therefore, it is surprising that the use of cohesive devices by learners of languages other than English has received little attention in language acquisition research to date. My research project sets out to fill this gap by proposing an analysis of grammatical cohesion in academic L2 German summary writing. The aim is threefold: (1) investigate empirically the effects of L2 German writers' L1 on how they use cohesive devices, (2) analyse similarities and differences in the use of cohesive devices in L1 and L2 German, focusing on specific characteristics of cohesion in writing produced by learners with L1 Dutch and (3) create the corpora necessary for this analysis. In my presentation, I give an overview of my not yet completed research project, the methodology I use as well as the two corpora I investigate: the Belgisches Deutschkorpus (Beldeko) and the German Summary Corpus (GerSumCo). Additionally, preliminary results are being presented.

The vocabulary demands of English and French L2 textbooks: Across-lingual corpus study

Amaury Van Parys (Universiteit Gent)

Following usage-based views on language learning, input that learners are exposed to is the foundation of the linguistic features that are acquired. Inspired by the essential role of vocabulary for comprehension, studies have determined the vocabulary demands of various sources of input (e.g., novels, movies), but many questions remain regarding L2 textbooks, a central component of L2 classroom input. Moreover, current research into L2 textbooks has focused exclusively on English as L2. Flanders presents a unique case in that there are two main foreign languages: English and French. Therefore, a cross-lingual corpus consisting of English and French L2 textbook reading materials was compiled (ca. 300,000 words per L2) in order to investigate what the vocabulary demands are (= RQ1), how the demands evolve across secondary education (= RQ2), and how target language influences the (evolution of) demands (= RQ3). A custom Python script was developed to calculate lexical profiles, i.e., categorisations of the textbooks' vocabulary into word frequency lists. Typically, lexical profiling research relies on word families as lexical unit, but we opted for lemmas instead in light of the higher morphological demands of French. Results showed that knowledge of the 11,000 most frequent lemmas was required to reach unassisted comprehension of the first grade English materials, as opposed to 18,000 for French. From there, English shows a systematic and fairly gradual increase in vocabulary demands across grade levels, whereas French demands seem to fluctuate, an evolution which could hinder French L2 development. Pedagogical implications will be addressed.

The acquisition of Differential Object Marking: a longitudinal study on L1 Dutch learners of Hindi as a foreign language

Aaricia Ponnet (Universiteit Gent)

This article investigates the acquisition of Differential Object Marking (DOM) in Hindi as a foreign language based on longitudinal data of five L1 Dutch speakers at a higher education institute in Belgium. A first aim of the study is to verify earlier findings in cross-sectional studies on L2 Hindi and Hindi as a heritage language. These studies have shown that DOM in Hindi, which is governed by animacy and specificity, is particularly hard to acquire, yielding high omission rates of the direct object (DO) marker -ko for heritage speakers and advanced L2 learners (Baten & Verbeke 2015; Montrul et al. 2012, 2015, 2019; Ponnet et al. 2016; Ponnet & Decuypere in press). A second aim is to investigate explanations put forward in earlier studies (Montrul et al. 2012, 2015, 2019; Narasimhan 2005, 2020; Baten and Ponnet 2023), which relate to L1 influence, item-based learning or semantic mapping. The learners' data involved four observation points over time and confirmed high omission rates for DOM, with a clear increase of the use of the DO marker towards the last observation point. Using a mixed-effects logistic regression analysis, we found an increase in marking for human animate, specific DOs, and also for non-human animate and inanimate specific nouns. Our findings suggest that learners initially over-use the optionality of -ko due to the complex syntactic and semantic constraints (which may be enhanced by L1 transfer) before gradually starting to use -ko according to its constraints (which seems to emerge via item-based learning).

References:

- Baten, K., & Ponnet, A. (2023). Extending PT to split ergative marking and differential object marking. *Processability and Language Acquisition in the Asia-Pacific Region*, 9, 91.
- Baten, K., & Verbeke, S. (2015). The acquisition of the ergative case in Hindi as a foreign language. *Theoretical and methodological developments in Processability Theory*, 71-104.
- Montrul, S. A., Bhatt, R. M., & Bhatia, A. (2012). Erosion of case and agreement in Hindi heritage speakers. *Linguistic Approaches to Bilingualism*, 2(2), 141-176.
- Montrul, S., Bhatt, R., & Girju, R. (2015). Differential object marking in Spanish, Hindi, and Romanian as heritage languages. *Language*, 564-610.
- Montrul, S., Bhatia, A., Bhatt, R., & Puri, V. (2019). Case marking in Hindi as the weaker language. *Frontiers in psychology*, 10, 461.
- Narasimhan, B. (2005). Splitting the notion of 'agent': case-marking in early child Hindi. *Journal of Child Language*, 32(4), 787-803.
- Narasimhan, N. (2020, August 31). The acquisition of differential case-marking: Evidence from Hindi [Conference keynote presentation]. SAFAL 2020, online via Zoom.
- Ponnet, A., Baten, K., & Verbeke, S. (2016). The acquisition of differential object marking in Hindi as a foreign language. *Dutch Journal of Applied Linguistics*, 5(2), 101-125.
- Ponnet, A., & Decuypere, L. (in press). The acquisition of Hindi split-ergativity and Differential Object Marking by Dutch L1 speakers: systematicity and variation. *Language Acquisition*.

Rapport management and multimodality in onsite and videoremote interpreting

Dries Cavents (Universiteit Gent)

In recent years, there has been a growing demand for video remote interpreting (VRI). However, few studies have explored the influence of VRI on the management of interpersonal relations. Conversely, the latter has already been investigated in onsite interpreting (OSI), using Brown and Levinson's (1987) *Politeness Theory* and, recently, also Spencer-Oatey's (2008) *Rapport Management Theory*. In addition, studies have pointed to the importance of both verbal and non-verbal behaviour for the management of rapport (e.g. Davitti & Braun, 2020). Since previous research into video mediated communication has shown that interactants have reduced access to visual cues (e.g. Hale et al., 2022), we hypothesise that this lack of visual cues will influence interactants' rapport management strategies.

In this presentation we propose a methodological framework for the study of multimodal rapport management in OSI and VRI, based on Spencer-Oatey's (2008) *Rapport Management Theory*. Second, we present a pilot study on the differences in multimodal rapport management between OSI and VRI. We used video and eye-tracking data to investigate (1) the (non-)verbal rapport management (RM) strategies employed by participants to OSI and VRI interactions; and (2) the influence of the VRI setting on participants' use of RM strategies. Our findings demonstrate the consequences of technological advances on rapport management in public service interpreting. Moreover, the presented findings contribute to existing theories on the use of (non-)verbal behaviour for the management of interpersonal relations, both in OSI and VRI interactions.

References:

Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511813085>

Davitti, E., & Braun, S. (2020). Analysing interactional phenomena in video remote interpreting in collaborative settings: Implications for interpreter education. *The Interpreter and Translator Trainer*, 14(3), 279–302. <https://doi.org/10.1080/1750399X.2020.1800364>

Hale, S., Goodman-Delahunty, J., Martschuk, N., & Lim, J. (2022). Does interpreter location make a difference? : A study of remote vs face-to-face interpreting in simulated police interviews. *Interpreting*, 24(2), 221–253. <https://doi.org/10.1075/intp.00077.hal>

Spencer-Oatey, H. (2008). Face, (im)politeness and rapport. In H. Spencer-Oatey (eds.) *Culturally Speaking Second Edition; Culture, Communication and Politeness Theory* (pp. 11–47). London, U.K. / New York, NY, U.S.A.: Continuum International Publishing Group. <https://doi.org/10.5040/9781350934085>

Functional Communication in Waterfowl Birds: Applying pragmatics linguistics theory of Speech Act Theory to naturally occurring animal behaviour)

Laura Sala Franch (Universiteit van Amsterdam)

Objective: Exploring the implications of applying a human-based pragmatics theory, Speech Act Theory (SAT) to natural interactions among waterfowl birds.

Methods: Ethical ethnography through triangulation (video-recordings, photos, and fieldwork notes) to observe and describe social interactions in urban parks in Amsterdam, The Netherlands.

Analysis: Dynamic Speech Act Theory combines Conversation Analysis and SAT to facilitate the implementation of SAT onto discursive, natural interactions.

Results: *Assertive*, *directive*, and *exhortative* speech acts are observed through a range of vocal, gestural, and bodily interactions, the *illocutionary* and *perlocutionary* levels are distinguished, and felicity conditions are fulfilled when possible (only in directives).

Conclusion: The social functions that birds perform in interaction are shaped by its audience and context. A neo-Gricean framework to the study of animal interaction as intentional and flexible, and a multimodal, discursive approach to SAT were required to adapt the theory for this dataset.

Implications: The universality of pragmatics theory in non-anthropocentric contexts, and the inclusion of multimodal, neo-Gricean research methods on non-primate animals' behavioural data.

Classification of Speech Acts in tax service letters

Lois Rink (VU Amsterdam, [Scriptieprijs laureate](#))

Klantbrieven worden effectiever als de klant een duidelijke opdracht aantreft. In een goede brief heeft elke zin ook een doel. Dit kan systematisch worden geanalyseerd met behulp van speech act theory. Speech acts – ofwel taalhandelingen – drukken uit wat de bedoeling is van een zin. Door de taalhandelingen op een doordachte manier te ordenen wordt een brief beter leesbaar en effectiever. Bij instanties die veel verschillende brieven versturen, is het zinvol om tooling aan te bieden die deze taalhandelingen automatisch opspoort. Wanneer speech acts succesvol kunnen worden geclassificeerd, biedt dit mogelijkheden om de formulering van specifieke taalhandelingen te controleren en waar nodig te verbeteren. Bovendien kan meer inzicht worden verkregen in de structuur van de brieven als geheel.

Mijn afstudeeronderzoek richtte zich op de automatische detectie van taalhandelingen in uitgaande brieven van de Belastingdienst. Hierbij stond het opsporen van de informatieve/persuasieve, directieve/instructieve, commissieve en declaratieve speech acts centraal. Hiertoe heb ik een annotatie-onderzoek uitgevoerd onder domeinexperts. Deze geannoteerde zinnen zijn gebruikt om verschillende machine learning-systemen te trainen en valideren. Ook heb ik geëxperimenteerd met een regelgebaseerde methode die de speech act-categorie van de zin afleidt van de gebruikte werkwoorden.

Een vergelijking van de resultaten heeft aangetoond dat het gebruik van een CatBoost classifier - een beslisboom die gebruikmaakt van gradient boosting - de beste classificatieresultaten oplevert. Ook heb ik geëxperimenteerd met het toepassen van het Nederlandse Bert model BERTje. Een uitvoerige analyse van de classificatiefouten liet zien hoe bepaalde zinsconstructies bij lezers tot verwarring kunnen leiden.

Women, Blood and Dangerous Things: A study on the conceptualization of and lexical diversity for menstruation with a focus on metaphorical and metonymic processes

Margot Vancauwenberg (KU Leuven, [Scriptieprijs laureate](#))

This study examines expressions for menstruation to gain insight into the ways in which the taboo is verbalized and conceptualized in language. It aims to answer two research questions. The first deals with conceptualization; through which linguistic processes are menstrual terms construed? For this purpose, Casas Gómez's (1986) X-phemistic mechanisms were employed. Metaphorical and metonymical mechanisms invited additional analysis in terms of source domains (cf. Lakoff & Johnson's (1980) CMT). The second looks at lexical diversity; how many menstrual expressions do language users know?

Data was collected using a survey that asked respondents to submit all menstrual expressions they knew. 527 respondents provided 2 173 expressions, across 280 unique lexemes. Through regression analysis, each expression's conceptualization and each respondent's lexical diversity were examined in terms of three speaker-based variables: language and culture (Dutch/German/Mandarin), age group (≥ 25 , 26 - 49, $50 \leq$) and menstrual experience (direct/indirect). The hypothesis was that the directness and quantity of the expressions correlate with the respondent's socio-cultural features, e.g. younger respondents were expected to use a small variety of direct expressions since menstruation has become less tabooed in recent years. Such a correlation was indeed found, although the exact connections were at times surprising.

References:

- Casas Gómez, Miguel. 1986. *La interdicción lingüística. Mecanismos del eufemismo y disfemismo*. Cádiz: Universidad de Cádiz.
- Lakoff, George & Johnson, Mark. 1980. *Metaphors we live by*. Chicago: University of Chicago press.

Content learning and attention in L1 and EMI lectures

Saioa Cipitria (Rijksuniversiteit Groningen)

English-medium instruction (EMI; i.e., content taught in English) is a growing phenomenon around the world. Higher education in the Netherlands is increasingly turning towards EMI, and thus provides the ideal environment to explore the effects of EMI on content learning and cognitive processing. Given the lack of objective testing in research in EMI (Macaro et al., 2018), we turn to eye-tracking (i.e., a sensor capturing eye-movements) to examine how attention to lecturer and presentation slides is distributed across two different languages of instruction (LOI), i.e. L1 Dutch and L2 English. This research set out to explore the effects of language of instruction (LOI) on students' content learning and attention allocation.

Participants were 58 L1 Dutch first-year university students. Their eye-gaze data was recorded while they watched three video-recorded lectures – either in Dutch (L1) or English (L2) –, and they completed a subsequent exam (consisting of both multiple choice and open ended questions) to probe their content learning. The eye-gaze data was analyzed in terms of fixations on the teacher (as the primary information-provider) and the slides (as the secondary source), as we were interested in the attentional distribution across LOI conditions.

Results showed that LOI, participants' English proficiency, attention allocation (i.e., eye-gaze), and the teacher's perceived competences had a significant effect on participants' exam scores. More specifically, the results indicated that L1 Dutch lectures (vs. EMI) and attending to the teacher (vs. slides) facilitate content learning.

References:

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76. 10.1017/S0261444817000350

Yo creo que fue un sá... A Word Priming Experiment on Spanish Stress

Daan van Soeren (Rijksuniversiteit Groningen)

According to Diver (2012) the beginnings and ends of words are not equal in their communicative importance. In Spanish utterance (1) the last word is probably café 'coffee', as the first two sounds [ka—] eliminate most possibilities. The word end is therefore more redundant for word recognition.

(1) Me gustaría una taza de ca—.
I would like a cup of co—.

In this presentation, I will explain how, in addition to phonetic information (e.g. [ka—]), prosodic information (stress) is also relevant in word recognition. My experiment, modelled after earlier studies (Soto-Faraco et al. 2001; Cooper, Cutler & Wales 2002; Van Donselaar, Koster & Cutler 2005), suggests that stressed [ká—] activates word candidates like [káso], and inhibit options that start with unstressed [ka—], such as [kafé]. My Spanish participants heard utterances ending with either a stressed or an unstressed word fragment over their headset (e.g. [sá—] or [sa—]) after which a complete word (or non-word) appeared on a screen, and they needed to decide whether the word existed or not. Response times were recorded for words that matched with the fragment (e.g. stressed [sá—] for [sábaðo]) versus words with mismatching stress (e.g. unstressed [sa—] for [sábaðo]). According to my results, fully matching words showed quicker response times, which suggests that stress inhibits mismatching words in the word recognition process. Language users thus seem sensitive to all relevant acoustic information, an insight that advances our understanding of functional phonology.

References:

- Cooper, Nicole, Anne Cutler & Roger Wales. 2002. Constraints of Lexical Stress on Lexical Access in English: Evidence from Native and Non-native Listeners. *Language and Speech* 45(3). 207–28.
- Diver, William. 2012. Phonology as human behavior. In Alan Huffman & Joseph Davis(eds.), *Language: Communication and Human Behavior. The Linguistic Essays of William Diver*, 293–321. Leiden/Boston: Brill Publishers. (Original work published in 1979.)
- Donselaar, Wilma van, Mariëtte Koster & Anne Cutler. 2005. Exploring the role of lexical stress in lexical recognition. *Quarterly Journal of Experimental Psychology* 58A(2). 251–273. doi:10.1080/02724980343000927
- Soto-Faraco, Salvador, Nuria Sebastián-Gallés & Anne Cutler. 2001. Segmental and Suprasegmental Mismatch in Lexical Access. *Journal of Memory and Language* 45. 412–432. doi:10.1006/jmla.2000.2783

Postmortems as an environment for making sense of gameplay in the tabletop game The Mind

Sofie van der Meij (Rijksuniversiteit Groningen)

Previous interactional research on tabletop games has focused on how gameplay itself is interactionally organized (e.g., Hofstetter 2020; 2021), or on everyday interaction that occurs around gameplay (e.g., Betz & Deppermann 2018). However, a large part of making sense of what has happened during a round of play is done when gameplay is (temporarily) halted between rounds or after the game has ended. These moments outside of actual gameplay are still related to the game, as conduct during gameplay is discussed. This study focuses on this phenomenon of postmortem talk produced by people playing the cooperative tabletop game The Mind. Data comprise five hours of recordings in which four different groups of participants are playing The Mind. The data were analyzed using conversation analysis, which focuses on observable conduct to study actual practices in conversation (Ten Have, 2007). In this presentation, I will illustrate how players move into and out of postmortems and back into playing the game, showing that boundaries between play and non-play are constantly negotiated by players in interaction. I will also discuss the specific practice of hypothetical constructions in postmortems, through which participants describe what could have happened as a way of making sense of their actions, and as such manage accountability in different ways. Besides the contribution to research on the activity of playing a game, this study is also relevant on a more fundamental level, as it contributes to research on the different practices people use to make sense of their actions in hindsight.

References:

Betz, E. and A. Deppermann (2018). Indexing priority of position: Eben as response particle in German. *Research on Language and Social Interaction* 51 (2), 171–193. <https://doi.org/10.1080/08351813.2018.1449449>.

Hofstetter, E. (2020). Thinking with the Body: Embodying Thinking as a Practice in Board Games. In S. Wiggings and K. Osvaldsson Cromdal (Eds.), *Discursive Psychology and Embodiment* (pp. 247-273). Palgrave Macmillan.

Hofstetter, E. (2021). Achieving Preallocation: Turn Transition Practices in Board Games. *Discourse Processes* 58 (2), 113-133, <https://doi.org/10.1080/0163853X.2020.1816401>.

Ten Have, P. (2007). *Doing Conversation Analysis*. Sage Publications Ltd.

Is it black and white? Whiteness' rhetorical silence within #BlackLivesMatter social media posts

Erynn Young (Universiteit van Amsterdam)

Ideology influences discourse, notably through how language is used to represent various social actors and their roles within broad sociocultural frameworks. Racist ideologies like White Supremacy specifically shape the use and/or manipulation of rhetorical strategies for social actor representation with the intended goal of the ideological perpetuation of White Supremacist values and beliefs. These strategies often contribute to the maintenance of Whiteness' rhetorical silence, a phenomenon within White Supremacy culture whereby Whiteness and White social actors are not explicitly racialized within texts so that Whiteness can continue to be perpetuated as the normative status quo or the universal default (Rowe, 2000; Grimes, 2002; Crenshaw, 1997; Okun, 1999). This presentation situates #BlackLivesMatter activist social media posts within this sociocultural context of (un)racialized discourse within White Supremacy culture and summarizes the results of a corpus analysis of #BLM post captions on Instagram. By highlighting the quantitatively and qualitatively varied uses of *White* and *Black* as explicitly racialized descriptors within the corpus, contextualized using van Leeuwen's (1995) representational framework for social actor analysis and Fairclough's (1989) approach to the ideological function of language, this presentation contributes to critical discourse studies and broader cultural conversations on Whiteness' rhetorical silence by demonstrating the pervasiveness of rhetorical practices that perpetuate the language of White Supremacy, even within allegedly progressive, activist social media posts by fashion magazines.

References:

- Crenshaw, C. (1997). Resisting Whiteness' Rhetorical Silence. *Western Journal of Communication*, 61(3) (Summer 1997), 253-278.
- Fairclough, N. (1989). *Language and power*. Longman Inc.
- Grimes, D.S. (2002). Challenging the Status Quo? Whiteness in the Diversity Management Literature. *Management Communication Quarterly*, 15(3), 381-409.
- Rowe, A.M.C. (2000). Locating Feminism's Subject: The Paradox of White Femininity and the Struggle to Forge Feminist Alliances. *Communication Theory*, 10(1), 64-80.
- Okun, T. (1999). "White Supremacy Culture." dRworks.
- Van Leeuwen, T. (1995). The representation of social actors. In C.R. Caldas-Coulthard & M. Coulthard (Eds.), *Texts and Practices: Readings in Critical Discourse Analysis* (pp. 32-70). Routledge.

Hoe storytelling wordt gebruikt om nieuwe vormen te construeren in alledaagse gesprekken over Covid-19

Lisa Salm (Radboud Universiteit)

Recentelijk lanceerde SIRE een campagne om polarisatie in gesprekken te voorkomen (van Heerde, 2023). In alledaagse gesprekken worden regelmatig gevoelige onderwerpen besproken en de afgelopen jaren voerde Covid daarin de boventoon (Ioannidis, 2022). Alhoewel normen rondom Covid aanvankelijk nog niet vast stonden, formuleerden mensen hun eigen ideeën daarover (Jansen-Kosterink et al., 2021; Mouter et al., 2021). Hoe ging men toen in gesprekken om met verschillende ideeën over Covid-gerelateerd normen?

Gedurende november 2020 namen studenten gesprekken op over Covid in hun omgeving. Discussiepunten destijds waren het lockdownbeleid omtrent de feestdagen en het opkomende vaccinatieprogramma (Rijksoverheid, n.d.). In 20 gesprekken onderzochten we d.m.v. analyses op microniveau hoe deelnemers middels storytelling normen met elkaar construeren.

We zien vooral dat deelnemers weinig onderhandelen. Verschillende normen kunnen samengaan door gebruik van een wij/zij- of een onuitgesproken *agree to disagree*-perspectief. Gedeelde ideeën worden daarentegen opgebouwd met opeenvolgende argumenten of vergelijkbare ervaringen. Normonderhandeling is vaker voorkomend wanneer een onderwerp verder van de deelnemers af staat, zoals het winkel/horeca beleid. We zien dan dat deelnemers ideeën van anderen in twijfel trekken door vragen te stellen “maar dat zeiden ze toch van wel?”.

Deelnemers gebruiken deze gesprekstechnieken om af te tasten wat de norm zou kunnen zijn of worden. Zodoende construeren ze gezamenlijk, in interactie, een nieuwe norm die betrekking heeft op de grotere maatschappelijke situatie. Deze studie biedt met gedetailleerde beschrijvingen van normvorming een inkijkje in processen die in het kader van besluitvorming en maatschappelijke ontwikkelingen op dit moment aan de orde van de dag zijn.

References:

Ioannidis, J. P. A. (2022). The end of the COVID-19 pandemic. *European Journal of Clinical Investigation*, 52(6), e13782. <https://doi.org/10.1111/eci.13782>

Jansen-Kosterink, S., Hurmuz, M., den Ouden, M., & van Velsen, L. (2021). Predictors to use mobile apps for monitoring COVID-19 symptoms and contact tracing: Survey among Dutch citizens. *JMIR Formative Research*, 5(12), e28416. <https://doi.org/10.2196/28416>

Mouter, N., Hernandez, J. I., & Itten, A. V. (2021). Public participation in crisis policymaking. How 30,000 Dutch citizens advised their government on relaxing COVID-19 lockdown measures. *PloS one*, 16(5), e0250614. <https://doi.org/10.1371/journal.pone.0250614>

Rijksoverheid (n.d.) Coronavirus tijdlijn. <https://www.rijksoverheid.nl/onderwerpen/coronavirus-tijdlijn/november-2020-verzwarende-en-verlenging-van-de-gedeeltelijke-lockdown>

Van Heerde, J. (2023, January 11). Sire wil mensen laten nadenken over polariserend gedrag. *Trouw*. <https://www.trouw.nl/cs-b4ff134c>

Self-Perceived Experiences of Multilingualism on the Ageing Mind

Katherine Firth (Rijksuniversiteit Groningen)

Current studies investigating the effects of multilingualism often do so from a psychological and clinical perspective, for instance relating the onset of age-related cognitive decline to multilingualism (Craik et al., 2016; Klimova et al., 2017; Mortimer et al., 2014; Woumans et al., 2015), or examining the effect multilingualism has on cognitive reserve, working memory, and inhibitory control (Grundy et al., 2017; Keijzer, 2013; Pot et al., 2018; Whalley et al., 2004). This study takes an alternative direction, looking into the socio-affective and linguistic benefits based on the experiences of multilingual individuals, highlighting the personal more subjective factors associated with multilingual ageing. Seven participants, aged 50+, were interviewed to provide a narrative (Belcher & Connor, 2001) of their life and multilingual background as a red thread. Participants completed a questionnaire based on the Attitude and Motivation Test Battery (Gardner, 1985), to identify the benefits they associate with their multilingualism. The qualitative data identifies the major themes participants identified as benefits of their multilingualism: social implications, memory retrieval, and greater mental activity/health. The quantitative data illustrates an overall trend of agreement amongst participants regarding the benefits of multilingualism through the lifespan, identifying social and cultural advantages as most recognised by participants, followed by the linguistic and cognitive advantages. As the field of multilingualism in ageing is rapidly emerging and taking shape, this is the first more qualitatively-oriented account of self-perceived benefits associated with multilingualism as a life experience. This study complements clinical and psychological findings supporting cognitive and mental health benefits associated with either lifelong learning or effects ensuing from a language course (Nijmeijer et al., 2021) however for future analysis could benefit from a larger sample size and taking into consideration the impact of major life transitions experienced by different multilinguals.

Multilingualism in Crisis Communication: Use of Minority Languages in COVID-19 Awareness Campaigns in the Netherlands

Zoe Wang (Rijksuniversiteit Groningen)

This research project is focused on understanding the availability, accessibility and perceived reliability of COVID-19 information for individuals in the Netherlands who have low mastery of written Dutch due to being a non-native speaker or having low literacy skills. With most COVID-19 communication being done in Dutch or using English as a lingua franca, it is difficult for minority language speakers, immigrants, and people with lower (or no) literacy, to access important information about COVID-19 and its consequences.

This project uses observational data to provide an overview of the current multilingual information available concerning COVID-19, and also conducts questionnaires and semi-structured individual interviews. Although this research project is still ongoing, the preliminary findings suggest that there are gaps in the availability and accessibility of COVID-19 information for individuals in the Netherlands with low literacy skills or non-native speakers of Dutch.

The findings of this project will inform us on the extent to which diverse groups in the Netherlands were informed about the COVID-19 pandemic. Additionally, the research has the potential to provide tools for improving multilingual public communication and inform public health efforts beyond the Dutch context.

Developing Intercultural Competence with Social Media in Chinese Classrooms

Yiwen Jin (KU Leuven)

Effective intercultural communication depends not only on intercultural communicative skills, but also on the ability to apply these skills appropriately and efficiently in a variety of cross-cultural situations. The potential of social media to facilitate the development of intercultural competence (IC) remains largely unexplored. This Ph.D. project seeks to address this gap in the literature by investigating whether the IC of Chinese university students can be enhanced with the aid of social media. The presentation will introduce the Ph.D. project and present the preliminary findings of the ongoing systematic review.

As a first step in the Ph.D. project, the authors are currently undertaking a systematic review of IC interventions and assessment methods over the past five years, with a particular focus on the impact on students of interventions that incorporate technology in higher education. As a second step in the Ph.D. project, a social media-based curriculum will be designed according to the results of the systematic literature review. The effectiveness of the curriculum will be evaluated using an intervention study, with the experimental group receiving the social media-based curriculum and the non-experimental group serving as a control. Data will be collected using pre- and post-tests, post-study interviews, and semi-structured student diary entries to analyze the learning process and outcomes of the two groups. The findings of the study may provide valuable insights into the role of social media in developing IC in higher education.

Introducing a Meaningful Focus on Form to facilitate the learning of imperfect subjunctive

Mark van Huizen (Rijksuniversiteit Groningen)

As foreign language teachers we want our students to be able to express themselves communicatively, but also with a certain grammatical correctness. Especially at advanced levels, where students sometimes pay less attention to new grammatical forms, as they are able to communicate quite successfully using basic structures, it can be difficult to find this balance. One way to facilitate the learning of new grammatical forms without sacrificing the development of communicative competence is to work with a Meaningful Focus on Form (FonF) in which incidental focus on grammatical forms is directly connected to its meaning (Long, 1991; Samuda, 2001). In addition, it is important to consider the influence of individual differences when assessing the learning of new grammatical structures. The present work has investigated, by means of a pretest-posttest analysis and a didactic intervention, the effectiveness of a Meaningful FonF for the acquisition of the imperfect subjunctive in Spanish and also how differences in Grammatical Aptitude (Dörnyei & Ryan, 2015) and Grit (Duckworth et al, 2007) influence this learning process. Statistically significant learning effects have been found for the meaningful FonF methodology at both receptive and productive levels with large effect sizes. Furthermore, compared to the existing methodology, Meaningful FonF had significantly larger learning effects at the receptive level. No strong correlations were found between individual differences in Grammatical Aptitude and Grit and the learning of the imperfect subjunctive. It is concluded that introducing a meaningful FonF in Spanish classrooms can facilitate the learning of new grammatical structures, especially at more advanced levels through its connection between form and meaning.

References

- Dörnyei Z., & Ryan, S. (2015). *The psychology of the language learner revisited* (Ser. Second language acquisition research series). Routledge, Taylor & Francis Group.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. *Journal of personality and social psychology*, 92(6), 1087-1101.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In *Foreign language research in cross-cultural perspective* (p. 39). John Benjamins.
- Samuda, V. (2001). Guiding relationships between form and meaning during task performance: The role of the teacher. *Researching pedagogic tasks: Second language learning, teaching and testing*, 8(3), 119-140.

Pilot Study: Modifying the Implicit Association Test, Measuring Implicit Language Attitudes towards Gendered Forms in Luxembourgish

Nils Rehlinger (Universiteit van Amsterdam)

Using gendered forms instead of the generic masculine (GM) is a polarising practice (see Kotthoff & Nübling, 2018; Lobin, 2021). In Luxembourg, it is debated whether this practice should be obligatory in professional domains. Previous research shows that language attitudes play a vital role in determining the success of implementing new language policies (see Lewis, 1981; Hilton & Gooskens, 2013). However, no previous study has elicited these in relation to gendered forms in Luxembourgish. Moreover, complications in eliciting these arise as polarisation renders self-reports susceptible to social desirability bias (Van de Mortel, 2008). To evade this intentional manipulation, this study uses an Implicit Association Test. The IAT measures implicit language attitudes towards gendered Luxembourgish and the GM by requiring participants to automatically (i.e., unintentionally) categorise written stimuli representing gendered Luxembourgish and the GM as either good or bad.

Since this study is (to the best of our knowledge) the first study to investigate language attitudes towards gendered forms in Luxembourgish, the investigation is explorative, and no hypothesis is posed. This study uses a sample of Luxembourgish-speaking students (N = 60) and investigates variables that have previously been shown to influence language attitudes, such as age, gender, language competence (measured through self-perceived language ability and accentedness), and sociolinguistic context (via country of study) (Lasagabaster, 2005). This study serves as a pilot to test the modified IAT's applicability for a subsequent study measuring language attitudes in a wider public. Investigating these would provide language policy makers a first insight into whether people in Luxembourg are attuned to accept further implementation of gendered forms in language policies. The first results will be presented at the conference as the study is still on-going.

References:

- Hilton, N. H., & Gooskens, C. (2013). Language policies and attitudes towards Frisian in the Netherlands. *Phonetics in Europe: Perception and production*, 139-157.
- Kotthoff, H., & Nübling, D. (2018). *Genderlinguistik: Eine Einführung in Sprache, Gespräch und Geschlecht*. Narr Francke Attempto Verlag.
- Lasagabaster, D. (2005). Attitudes towards Basque, Spanish and English: An analysis of the most influential variables. *Journal of Multilingual and Multicultural Development*, 26(4), 296-316.
- Lewis, E.G. (1981). *Bilingualism and Bilingual Education*. Pergamon.
- Lobin, H. (2021). *Sprachkampf. Wie die Neue Rechte die deutsche Sprache instrumentalisiert*. Dudenverlag.
- Van de Mortel, T. F. (2008). Faking it: social desirability response bias in self-report research. *Australian Journal of Advanced Nursing*, 25(4), 40-48.

Studenten en de Schrijfhulp: de juiste klik? Het gebruik en het effect van de Schrijfhulp Academisch Nederlands

Lorie Vandooren (KU Leuven, [Scriptieprijs laureate](#))

Academisch schrijven is een belangrijke, maar complexe vaardigheid waarmee veel studenten worstelen (Bonset & de Boer, 2008; Berckmoes & Rombouts, 2009; De Wachter & Heeren, 2011). In een poging om tegemoet te komen aan die schrijfproblemen, werden de laatste decennia verschillende vormen van elektronische schrijfondersteuning ontwikkeld (Allen et al., 2016; Strobl et al., 2019). Een voorbeeld van zo'n ondersteuningsvorm is de Schrijfhulp Academisch Nederlands, een procesgeoriënteerde schrijftool van de KU Leuven waarmee studenten hun tekst kunnen controleren en verrijken (De Wachter & d'Hertefelt, 2018). De tool stelt de autonomie van de gebruiker centraal en wil kritische zelfreflectie stimuleren. De resultaten van deze masterproef suggereren evenwel dat de Schrijfhulp dat doel vooralsnog niet volledig bereikt. De meeste participanten vinden de tool handig, maar die lijkt hun tekstkwaliteit niet noodzakelijk te verhogen. Dat is mogelijk te wijten aan de typische beperkingen van schrijftools, maar de resultaten suggereren ook dat het nakijkgedrag van studenten onvoldoende aansluit bij de opzet van de Schrijfhulp. Zo lijken gebruikers zich blind te staren op de markeringen. Om de effectiviteit van de tool te verhogen, kan de didactische omkadering ervan meer inzetten op praktijkervaring en op het belang van een kritische houding tegenover automatische feedback.

References:

- Allen, L. K., Jacovina M. E., & McNamara D. S. (2016). Computer-Based Writing Instruction. In C. A. MacArthur, S. Graham & J. Fitzgerald (Eds.). *The Handbook for Writing Research* (pp. 316- 329). (2nd ed.). The Guilford Press.
- Attali, Y. (2013). Validity and reliability of automated essay scoring. In M. D. Shermis & J. C. Burstein (Eds.), *Handbook of automated essay evaluation: Current applications and new directions* (pp. 181-198). Routledge.
- Berckmoes, D., & Rombouts, H. (2009). *Intern rapport verkennend onderzoek naar knelpunten taalvaardigheid in het hoger onderwijs*. Linguapolis/Universiteit Antwerpen.
- Bonset, H., & de Boer, M. (2008). *42 Doorlopende leerlijnen voor taal in het onderwijs*. SLO Nationaal expertisecentrum voor leerplanontwikkeling Enschede.
- De Wachter, L., & d'Hertefelt, M. (2018). Academic Writing Assistant – Effective and process-oriented writing support. *JoSch – Journal der Schreibberatung*, 23-32.
- De Wachter, L., & Heeren, J. (2011). *Taalvaardig aan de Start. Een behoefteanalyse rond taalproblemen en remediëring van eerstejaars aan de KU Leuven*. ILT.
- Kellogg, R. T., Whiteford, A. P., & Quinlan, T. (2010). Does automated feedback help students learn to write? *Journal of Educational Computing Research*, 42(2), 173-196.
- McNamara, D., & Mccarthy, P. M. (2010). Linguistic features of writing quality. *Written Communication*, 27, 57–86.
- Powers, D. E., Burstein, J. C., Chodorow, M., Fowles, M. E., & Kukich, K. (2002). Stumping e-rater: Challenging the validity of automated essay scoring. *Computers in Human Behavior*, 18, 103– 134.
- Strobl, C., Ailhaud, E., Benetos, K., Devitt, A., Kruse, O., Proske, A., & Rapp C. (2019). Digital support for academic writing: A review of technologies and pedagogies. *Computers & Education*, 131, 33-48.
- Wade-Stein, D., & Kintsch, E. (2004). Summary Street: Interactive Computer Support for Writing. *Cognition and Instruction*, 22(3), 333-362.
- Wilson, J., Olinghouse, N. G., & Andrada, G. N. (2014). Does Automated Feedback Improve Writing Quality? *Learning Disabilities: A Contemporary Journal*, 12(1), 93-118.

Chinese Education at Confucius Institutes in Belgium: A Pedagogical and Socio-Cultural Perspective

Meng Song (KU Leuven)

In recent decades, the enhanced globalization (Badwan, 2021) and mobility (McWilliams, 2008) have increased the complexity in foreign language classrooms in multilingual contexts (Bonnet & Siemund, 2018). Situating this issue in Belgium, this research investigates Chinese language education at local Confucius Institutes (CIs), aiming to provide insights for the localization of the educational approaches of CIs in complex socio-cultural contexts for learners, teachers and administrators. Thus, the main research questions are developed as below:

- (1) What are the gaps between actual local educational practices at Belgian CIs and CI's official educational objectives?
- (2) To what extent does the teaching of Chinese as a foreign language at CIs reflect Belgian learners' socio-cultural backgrounds?
- (3) What are pedagogical and managerial practices exerted at Belgian CIs, and how do they interact with local socio-cultural contexts (e.g., language conflicts, language ideology)?

To tackle the above questions, this research follows a mixed-method approach combining quantitative and qualitative interview, questionnaire, classroom observation, and document analysis data aiming at different target groups, namely learners of Chinese as a foreign language, managers of CIs in Belgium, Belgian and Chinese teachers of Chinese as a foreign language.

This research is currently at the initial stage. During the presentation, the project in general as well as the results of the first systematic literature review will be presented.

References:

- Badwan, K. (2021). *Language in a globalised world: Social justice perspectives on mobility and contact*. Springer Nature.
- Bonnet, A., & Siemund, P. (2018). *Foreign language education in multilingual classrooms (Vol. 7)*. John Benjamins Publishing Company.
- McWilliam, E. (2008). *Creative workforce: How to launch young people into high-flying futures*. UNSW Press.

Meertalige communicatie in de Logopedie

Sione Twilt (Universiteit Utrecht)

Meertaligheid in de zorg is verrijkend en vaak ook uitdagend. Onderzoek wijst uit dat taalverschillen tussen cliënten en professionals de toegankelijkheid en de kwaliteit van de zorg beïnvloeden (Ferguson, 2002; Jacobs et al., 2017). Met name de communicatie, het wederzijds begrip en het samen beslissen kan moeizaam verlopen (Cox & Maryns, 2021; Schouten et al., 2020).

Weinig onderzoek is gedaan naar de complexe meertalige zorgcontext van de logopedie; een professie waarin communicatie zowel middel als doel is. In de praktijk blijken logopedisten het lastig te vinden om tot wederzijds begrip te komen wanneer er sprake is van meertalige communicatie in gesprekken met (ouders van) cliënten (Lagendijk, 2021; Twilt, 2022). De interactiestrategieën die gebruikt worden in inclusieve meertaligheid (Backus, 2013; Twilt, 2019), waarmee gesprekspartners tot wederzijds begrip kunnen komen, lijken logopedisten soms in te zetten, maar veelal onbewust.

Het promotieonderzoek LIMINA (Logos In Meertalige INterActie) beoogt inzicht te verkrijgen in de meertalige communicatie in de logopedische context door een combinatie van diverse onderzoeksmethoden (discourse analyse, diepte interviews en focusgroep interviews). Verschillende perspectieven worden hierbij belicht en met elkaar vergeleken: de feitelijke interactie, het perspectief van de professional en het clientperspectief. Bovendien beoogt het project in co-creatie met de praktijk een toepasbare interventie te ontwerpen om inclusieve communicatie in de zorg te bevorderen.

De poster geeft een overzicht van het recent gestarte promotieonderzoek waarin zichtbaar wordt hoe kennis, doelen, identiteiten en structuren een rol spelen in anamnesegesprekken (n = 15) en besprekingen van testresultaten (n = 18) binnen de logopedische context. Voorlopige resultaten van de discourse analyse tonen dat logopedisten en ouders verschillende interactiestrategieën gebruiken om tot onderling begrip te komen, met wisselend succes.

References:

Backus A., Gorter, D., Knapp, K., Schjerve-Rindler, R., Swanenberg, J., ten Thije, J.D. & Vetter, E. (2013). Inclusive multilingualism: Concept, Modes and Implications. *Journal of Applied Linguistics (EuJAL)*, 1 (2), 179-215. <https://doi.org/10.1515/eujal-2013-0010>

Cox, A., Maryns, K. (2021). Multilingual consultations in urgent medical care. *The translator*, 1-19. <https://doi.org/10.1080/13556509.2020.1857501>

Ferguson, W.J. (2002). Culture, language, and the doctor-patient relationship. *Family Medicine and Community Health Publications and Presentations*, 34 (5), 353-361. Geraadpleegd op 19 juni 2021, van https://scholarship.umassmed.edu/fmch_articles/61.

Jacobs, E.A. & Diamond, L.C. (2017). Providing health care in the context of language barriers: International perspectives. *Multilingual Matters*.

Lagendijk, S. (2021). Ouderbetrokkenheid in de logopediepraktijk, meertalige ouders die het Nederlands beperkt beheersen betrekken bij de logopedische behandeling (Bachelor thesis), Logopedie, Hogeschool Rotterdam.

Schouten, B.C., Cox, A., Duran, G., Kerremans, K., Köseoğlu Banning, L., Lahdidioui, A., van den Muijsenbergh, M., Schinkel, S., Sungur, H., Suurmond, J., Zendedel, R. & Krystallidou, D. (2020). Mitigating language and cultural barriers in healthcare communication: Toward a holistic approach, *Patient Education and Counseling*, 103, 2604-2608. <https://doi.org/10.1016/j.pec.2020.05.001>.

Twilt, S., Meeuwesen, L., ten Thije, J.D. & Harmsen, H. (2019) "Mutual (mis)understanding in informal interpreting in consultations between Turkish immigrants and Dutch general practitioners". *Interpreter Mediated Healthcare consultations. Communication & Medicine*, 15 (2), 177-190. <https://doi.org/10.1558/cam.38673>

Twilt (2022, 10 november), *Multilingual Communication* [Paper presentatie]. Minor multilingualism 2022, Pristina, Kosovo.

De invloed van Engels als tweede taal op het verwerven van de Nederlandse bijzinsvolgorde

Heize Oh (Universeit Leiden)

Het onderzoek gaat over de invloed van T2-Engels op T3-Nederlands van Koreaanse T1-sprekers. Een frequente fout bij Koreaanse NT3-sprekers is de woordvolgorde in bijzinnen. Dit is interessant omdat zowel Koreaans als Nederlands SOV-talen zijn. Dat wil zeggen dat transfer van T1 geen positieve rol lijkt te spelen. Op basis van het 'Typological Primacy Model' van Rothman (2010), dat beweert dat typologische gelijkheid voorrang krijgt boven transfer, veronderstelden we dat Engels hierbij een rol zou kunnen spelen, omdat Engels en Nederlands typologisch meer gelijk zijn dan Koreaans en Nederlands. De positie van betrekkelijke bijzin en antecedent staat centraal in dit onderzoek. Antecedent komt vóór betrekkelijke bijzin zowel in Engels als in Nederlands, terwijl antecedent na (aangepaste vorm van) betrekkelijke bijzin komt in Koreaans. Aangezien Koreaanse NT3-sprekers eerst het idee moeten krijgen dat antecedent vóór betrekkelijke bijzin staat in Nederlandse betrekkelijke bijzin, veronderstelden we dat ze T2-Engels eerst zouden activeren om Nederlandse betrekkelijke bijzinnen te produceren. Verder nemen we aan dat woordvolgordebewerking binnen de bijzin pas daarna komt, of helemaal niet komt. Door middel van woordvolgorde-test waarin de 18 Koreaanse NT3-sprekers de woorden in de juiste volgorde moesten zetten, konden we zien hoe ze persoonsvorm in Nederlandse bijzinnen hebben behandeld. Uit de gehouden woordvolgorde-test blijkt dat Koreaanse NT3-sprekers inderdaad meer fouten maakten bij betrekkelijke bijzinnen dan bij gewone bijzinnen. Binnen de gemaakte fouten komt de Engelse SVO-volgorde het meest voor. Dit suggereert dat T2-Engels een rol speelt bij het produceren van Nederlandse bijzinnen door Koreaanse moedertaalsprekers.

References:

Rothman, J. (2010). On the typological economy of syntactic transfer: Word order and relative clause high/low attachment preference in L3 Brazilian Portuguese. *International Review of Applied Linguistics in Language Teaching*, 48, 245–273.

Going beyond the individual learner: a study on the influence of specific instructor individual characteristics on reported classroom practice in the Dutch as L2 classroom

Katrijn Gijswijt (Universiteit Gent)

Over the last 50 years, SLA research has hypothesized about universally effective design features of language teaching (Long, 2014). Of course, these principles are a theoretical ideal applied by teachers, who shape the learning opportunities for the learners (Gurzynski-Weiss, 2017). Because the effectiveness of in-class learning is to a large extent determined by didactic practices, it is important to consider whether this is contingent on teacher variables. An aspect often overlooked in this regard is how these teacher practices are influenced by the teacher's background and (professional) development. (Muijs et al., 2014). Gaining more insight into these background characteristics of teachers in adult L2 trajectories, and how these correlate with classroom practice, is therefore essential to elevate instructed SLA research beyond the level of the individual learner.

To determine the impact of teacher background on reported teaching practices L2 teachers (N = 100) indicated via a questionnaire to what extent they apply four of Long's Methodological Principles in their classroom. Additionally, we gathered information about specific instructor individual characteristics. By means of two-level regression models (principles within teachers) we examine to what extent these factors influence reported classroom practice. Building on work by Yin et al. (2022), showing a correlation between the teachers' educational background and learning gains in basic adult education, this study provides insight into the potentially divergent yet salient background variables of teachers working in different L2 trajectories. We expect to find differences in educational practices based on teachers' individual characteristics and between the different trajectories.

References:

Gurzynski-Weiss, L. (2017). L2 Instructor Individual Characteristics. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 451–467). Routledge.

Long, M. H. (2014). *Second language acquisition and task-based language teaching* (First Edition). Wiley-Blackwell.

Muijs, D., Kyriakides, L., van der Werf, G., Creemers, B., Timperley, H., & Earl, L. (2014). State of the art – teacher effectiveness and professional learning. *School Effectiveness and School Improvement*, 25(2), 231– 256. <https://doi.org/10.1080/09243453.2014.885451>

Yin, M., Cronen, S., Condelli, L., & Ogut, B. (2022). Teacher Effectiveness in Adult Education: The Relationship Between Teacher Characteristics and Student Test Gains and Transitions Into Postsecondary Education. *Adult Education Quarterly*, 72(3), 262–283. <https://doi.org/10.1177/07417136211044515>

De invloed van beats en iconische gebaren op de narratieve vaardigheden van kleuters

Liesl Leenen (KU Leuven)

Verschillende studies bevestigden reeds de invloed van “co-speech gestures” op de toehoorder. Dit onderzoek focuste zich echter vooral op iconische gebaren, terwijl het effect van beats minder uitgebreid onderzocht werd. Iconische gebaren zijn gebaren die betekenis uitdrukken door een gelijkens tussen hun vorm en het concept dat ze representeren. Beats zijn daarentegen betekenisloze gebaren die het ritme van de spraak volgen en zo nadruk kunnen bewerkstelligen. Eerder onderzoek had vooral aandacht voor de effecten van gebaren op de woordenschat of het geheugen van de toehoorder, terwijl de invloed van gebaren op de narratieve structuur onderbelicht bleef. Deze poster vult dit gebrek op door de verschillende invloed van beats en iconische gebaren op de narratieve vaardigheden van kinderen te onderzoeken.

De deelnemers waren tussen vier en zes jaar oud en keken naar drie verschillende filmpjes die telkens bestonden uit een cartoon en een video-opname van een verteller die een bijhorend verhaal vertelde. In ieder filmpje paste de verteller een verschillende gebaarconditie toe. De kinderen keken de filmpjes in deze volgorde: beats, geen gebaren, of iconische gebaren. Na elk filmpje kregen ze de instructie om het verhaal na te vertellen. De onderzoekers scoorden nadien de micro- en macrostructuur van ieder naverteld verhaal.

De resultaten van dit onderzoek kunnen gebruikt worden om aanbevelingen te geven aan leerkrachten en ouders over het gebruik van gebaren tijdens het voorlezen. Ben jij benieuwd welk soort gebaren de narratieve vaardigheden van kleuters het meest bevorderen? Kom dan een kijkje nemen bij mijn poster!

References:

Dargue, N., & Sweller, N. (2018a). Donald Duck's garden: The effects of observing iconic reinforcing and contradictory gestures on narrative comprehension. *Journal of Experimental Child Psychology*, 175, 96–107. <https://doi.org/10.1016/j.jecp.2018.06.004>

Demir, Ö. E., Fisher, J. A., Goldin-Meadow, S., & Levine, S. C. (2014). Narrative processing in typically developing children and children with early unilateral brain injury: Seeing gesture matters. *Developmental Psychology*, 50(3), 815–828. <https://doi.org/10.1037/a0034322>

Hostetter, A. B. (2011). When Do Gestures Communicate? A Meta-Analysis. *Psychological Bulletin*, 137(2), 297–315. <https://doi.org/10.1037/a0022128>

Kendon, A. (2004). The domain of gesture. In *Gesture: Visible action as utterance* (pp. 1– 6). Cambridge University Press. <https://doi.org/10.1017/CBO9780511807572>

Llanes-Coromina, J., Vilà-Giménez, I., Kushch, O., Borràs-Comes, J., & Prieto, P. (2018). Beat gestures help preschoolers recall and comprehend discourse information. *Journal of Experimental Child Psychology*, 172(February), 168–188. <https://doi.org/10.1016/j.jecp.2018.02.004>

Macoun, A., & Sweller, N. (2016). Listening and watching: The effects of observing gesture on preschoolers' narrative comprehension. *Cognitive Development*, 40, 68–81. <https://doi.org/10.1016/j.cogdev.2016.08.005>

McNeill, D. (1992). Guide to Gesture Classification, Transcription and Distribution. In *Hand and Mind: What Gestures Reveal about Thought* (pp. 75–104). The University of Chicago Press.

So, W. C., Sim Chen-Hui, C., & Low Wei-Shan, J. (2012). Mnemonic effect of iconic gesture and beat gesture in adults and children: Is meaning in gesture important for memory recall? *Language and Cognitive Processes*, 27(5), 665–681. <https://doi.org/10.1080/01690965.2011.573220>

Vilà-Giménez, I., Iguada, A., & Prieto, P. (2019). Observing storytellers who use rhythmic beat gestures improves children's narrative discourse performance. *Developmental Psychology*, 55(2), 250–262. <https://doi.org/10.1037/dev0000604>

Vilà-Giménez, I., & Prieto, P. (2020). Encouraging kids to beat: Children's beat gesture production boosts their narrative performance. *Developmental Science*, March, e12967. <https://doi.org/10.1111/desc.12967>

Vogt, S., & Kauschke, C. (2017). Observing iconic gestures enhances word learning in typically developing children and children with specific language impairment. In *Journal of Child Language* (Vol. 44, Issue 6, pp. 1458–1484). <https://doi.org/10.1017/S0305000916000647>

Digital Discourse as a Stage for Social Change: The Real Voices of Holland

Tinka Krikke (Tilburg University)

This study aims to dive deeper into The Voice of Holland's incident and the sexual violence discourses it brought about in the digital culture. It analyzes memes and their politically humorous character to gain insight into the collective critique and the efforts for social change when it comes to sexual harassment. After collecting a dataset of TVOH memes, qualitative content analysis is used to inductively classify the memes' common themes, leading to five categories: strategical ignorance, victim blaming, emblematic play, social change actor, and uncritical rape jokes. Following that, critical discourse analysis is used to assimilate theoretical insights within concepts of power, normativity, and social change into an empirical study of the memes' key messages. After the analysis, the extent to which the memes' messages resonate with the social change politicized by Grappenhuis' sexual misconduct bill, which claims that all forms of nonconsensual sex must be punished by the law, is discussed. The results suggest that when a meme's key message is critical of rape culture and recognizes the normative workings of power, it closely relates to the process of social change reflected in the sexual misconduct bill. When a meme's key message is not critical of rape culture, but rather excuses it, its position in the process of social change depends on the uptake by the memes' audience.

'Eating', 'drinken' or both?: Dutch and English exposure effects on the structure of young bilinguals' receptive vocabulary networks

Odysseas Asithianakis (Universiteit van Amsterdam)

Network analytical approaches have been applied successfully to the study of young bilinguals' word learning strategies in previous literature (for a review, see [1]). In this exploratory study on the structure of the vocabulary of young bilingual children, social network analysis with ORA [2] was used to create a network for all the children (n=297; m= 34.5 months) and two networks of two subgroups based on exposure (Group A: higher English than Dutch exposure and Group B: higher Dutch than English exposure). The data came from the MIND (meertalighed in dagopvang) project [3]. There, the children were tested on their receptive vocabulary using the Peabody Picture Vocabulary Test (PPVT) in Dutch [4] and English [5]. The nodes of the present networks were the words of the PPVT, and the links between them were determined by how many of the participating children knew two words at the same time. In Group B (n=118; m= 34.84 months) and the total group of children, Dutch words were learned more frequently together with other Dutch words and more efficiently than English words. Group A (n=100, m= 34.23 months; Figure 1) showed higher cross-language learning, with both English and Dutch words being learned together more frequently and, thus, being neighbors more consistently in the network. In cases of cross-linguistic links, semantic ties seemed to have a facilitatory function, be they translation equivalence or wider shared semantic category relationships. Importantly, the language children had the most exposure to was the language the most central (learned) words in the network belonged to. The findings confirm existing theories of connectivity in bilingual networks, whereby children utilize the home language (English) to enhance their acquisition process, drawing on a plethora of semantic cues.

References:

- Wojcik, E. H. (2018). The development of lexical–semantic networks in infants and toddlers. *Child Development Perspectives*, 12(1), 34-38.
- Altman, N., Carley, K. M., & Reminga, J. (2018). *Ora user's guide 2018*. Center for the Computational Analysis of social and organizational systems. Carnegie Mellon University, Pittsburgh.
- Aalberse, S. P., Andringa, S. J., Hanekamp, K., Keydeniers, D. J., Kuiken, F., Thieme, A. M. M., Verhagen, J. & Vos, E. (2021). *Meertaligheid in dagopvang. Een onderzoek naar de effecten van het gebruik van twee talen op het kinderdagverblijf*. Universiteit van Amsterdam.
- Schlichting, L. (2005). *Peabody Picture Vocabulary Test—III-NL*. Amsterdam: Harcourt Assessment.
- Dunn, L.M., & Dunn, L.M. (1997). *Peabody Picture Vocabulary Test—Third Edition*. Circle Pines, MN: American Guidance Service.

The Role of Silent Pauses and Hesitation Markers in L2 Oral Production: Analysing Speaking Tasks Eliciting Autobiographical Memory Retrieval

Guste Staseviciute (Rijksuniversiteit Groningen)

Pausing serves a significant pragmatic function in spontaneous speech, prompting the interlocutors to expect a minor delay in receiving information (Clark & Fox Tree, 2002). While the pause placement can reveal the type of hesitation occurring during oral production, uncovering the procedures of lexical retrieval, grammatical and, most importantly, content-planning hesitation (Fulcher, 2014), pausing behaviour is shown to be linked with cognitive demands in conceptualization, relevant for both L1 and L2 production (Felker et al., 2019). Particularly in L2 production, the frequent and long pauses are associated with elevated formulating and articulating demands, occurring during the conceptualization stage (Felker et al., 2019). The conceptualization of past events, specifically, has various levels of cognitive processing since it employs the multilayered autobiographical memory system (Conway & Pleydell-Pearce, 2000); when asked to retrieve past occurrences, the speaker will first have to activate cues held at the general event level which is subsequently followed by more precise knowledge, making it considerably more challenging to remember specific events compared to categorical knowledge (Anderson & Dewhurst, 2009). This intricate hierarchical structure of memory retrieval is likely to be reflected in pause and hesitation behaviour in L2 production, which is the main research interest of the present study.

To investigate the role of the autobiographical memory system in pausing patterns, this study compares L2 oral productions on three categoric and three episodic memory elicitation tasks collected from 21 Chinese learners of English. We hypothesize that episodic memory retrieval, affected by elevated cognitive demands in the autobiographical memory system, results in longer and more frequent pausing behaviour. The collected data is being processed using CLAN and Praat software packages and analysed by conducting a paired samples t-test, allowing to primarily focus on the potential contrast in speaking performance across the two conditions.

References:

- Anderson, R. J., & Dewhurst, S. A. (2009). Remembering the past and imagining the future: differences in event specificity of spontaneously generated thought. *Memory*, 17(4), 367–373. <https://doi.org/10.1080/09658210902751669>
- Clark, H. H., & Fox Tree, J. E. (2002). Using uh and um in spontaneous speaking. *Cognition*, 84(1), 73–111. [https://doi.org/10.1016/S0010-0277\(02\)00017-3](https://doi.org/10.1016/S0010-0277(02)00017-3)
- Conway, M., & Pleydell-Pearce, C. (2000). The Construction of Autobiographical Memories in the Self-Memory System. *Psychological review*. 107. 261-88.10.1037//0033-295X.107.2.261.
- Felker, E. R., Klockmann, H. E., & De, J. N. H. (2019). How conceptualizing influences fluency in first and second language speech production. *Applied Psycholinguistics*, 40(1), 111–136. <https://doi.org/10.1017/S0142716418000474>
- Fulcher, G. (2014). *Testing second language speaking* (Ser. Applied linguistics and language study). Routledge. Retrieved January 23, 2023.

Written fluency in Dutch and English among DMI and EMI students

Penny Heisterkamp (Rijksuniversiteit Groningen)

In the last decades, the number of university programmes with English as Medium of Instruction (EMI) has risen in the Netherlands (Universiteiten van Nederland, 2021). Because English is their second language (L2), Dutch students could face more difficulties in EMI programmes than in programmes with Dutch as Medium of Instruction (DMI). Written assignments might be particularly challenging as writing involves cognitive processes (e.g., formulation, revision) that could be more effortful in an L2 (Hayes, 2012).

This study aims to find out how first-year Dutch students in DMI and EMI programmes write in Dutch, their first language (L1), and in English, their L2. This poster specifically focuses on written fluency during the text production of a first group of first-year DMI students.

Participants (N = 19) wrote an argumentative text in Dutch and English on a computer. Before writing, they had five minutes to read the assignment and study relevant sources. During writing, the software programme Inputlog (Leijten & Van Waes, 2013) registered the keyboard keys participants pressed. With this information, the programme could determine their writing speed, their pausing behaviour and the number of characters produced between pauses ('P-bursts').

Results indicate that the DMI students generally write more fluently in Dutch than English. This suggests that they find it cognitively more challenging to write in their L2 and that, at least for fluency, they would have experienced more difficulties if they had opted for an EMI programme.

Extramural activities and their relationship with English as a foreign language – Internetese versus standard English?

Lisa-Christine Altendorf (Universität Bonn)

Extramural activities describe those activities taking place outside the ‘walls’ of the language classroom. As opposed to other terms such as “autonomous learning” (cf. Lai 2017: 49) or “computer-assisted language learning” (Reinhardt 2019: 1), it also highlights that there is “no degree of deliberate intention to acquire English” (Sundqvist 2009: 24). Extramural activities may include watching TV in the target language (TL), playing games, using social media or reading in the TL. However, it is unclear to what extent the variety of English used and thus acquired online is compatible with the expectations of standard/academic English within the classroom. Some language researchers fear that the development of internet varieties (e.g., “Internetese” or “Textese”) is a threat to the standard varieties of English (cf. Al-Kadi & Ahmed 2018: 727), especially since Internetese is currently the most popular variety for intercultural communication (cf. Mesthrie & Bhatt, 2008).

This question shall be explored further in the context of German learners of English. A self-assessment survey was used to gather data on the extramural activities and attitudes towards English as a foreign language (EFL) of about 60 German pupils (ages 14 to 19). Laufer and Nation’s (1999) lexical frequency profiles (LFP) were then used on a corpus made from exam essays provided by these pupils. Additionally, the informants fulfilled a small DCT task asking them to create a text message to a friend in which they tell them about a secret.

The data hints at the fact that the language acquired by extramural activities might not be reflected in the language made use of in most classroom assignments. However, the use of extramural activities does seem to shape the EFL learners as competent and confident users of the language, specifically in multicultural spaces such as the internet. Those who indicate high-frequency use of social media platforms and English language online content are indicating high confidence in their English skills and are able to confidently write authentic text messages using current Internetese terms, phrases and signs.

References:

- Al-Kadi, A., & Ahmed, R. (2018). Evolution of English in the Internet Age. *Indonesian Journal of Applied Linguistics*, 7(3), 727–736.
- Lai, C. (2017). *Autonomous language learning with technology: Beyond the classroom*. London: Bloomsbury Academic.
- Laufer, B., & Nation, P. (1999). A vocabulary-size test of controlled productive ability. *Language testing*, 16(1), 33 – 51.
- Mesthrie, R., & Bhatt, R. M. (2008). *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.
- Reinhardt, J. (2019). Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking. *Language teaching*, 52(1), 1 – 39.
- Sundqvist, P. (2009). *Extramural English Matters: Out-of-school English and its impact on Swedish ninth graders’ oral proficiency and vocabulary*. Karlstad: Karlstad University Studies.

The use and effectiveness of multimodal online baking instructions

Hanna Mellema (Rijksuniversiteit Groningen)

This study comprises three studies on the design, use and effectiveness of multimodal online baking blogs that present recipes for cookies by combining text and pictures. Firstly, a corpus study with 15 blogs shows how authors combine text and pictures. Each of the baking blogs contains an illustrated step by step instruction (Instruction with Pictures) and a more comprehensive text-only instruction (Recipe Card). Multimodal coherence relations (cf. Bateman et al., 2017) were analyzed using an annotation model that allows the description of text, pictures and their relations in terms of the actions presented (Van der Sluis et al., 2016). The text uses imperative forms of action verbs to describe actions in progress and adverbial phrases to explain how to execute the actions. The pictures usually present results of the verbalized actions. Secondly, an eye-tracking experiment was designed to show how 12 participants process and evaluate instructive blogs. Participants were asked to read one of three blogs as well as one of the other blogs' Instruction with Pictures. After reading, participants filled out a survey measuring their comprehension and evaluation of the instructions. One result of the collected data shows that readers vary in their preference to use either the Instruction with pictures or the Recipe Card for baking cookies. Finally, a user study (currently in progress) in which participants actually bake cookies using either the Instruction with pictures or the Recipe Card of a typical baking blog will offer insight in the execution of a baking instruction by users.

References:

Bateman, J., Wildfeuer, J. & Hiippala, T. (2017). *Multimodality: Foundations, Research and Analysis – A Problem-Oriented Introduction*. Berlin, Boston: De Gruyter Mouton.

van der Sluis, I., Leito, S., & Redeker, G. (2016a). Text-Picture Relations in Cooking Instructions. In H. Bunt (Ed.), *Proceedings of LREC 2016, Tenth International Conference on Language Resources and Evaluation: Proceedings of the Twelfth Joint ISO - ACL SIGSEM Workshop on Interoperable Semantic Annotation (ISA-12)* (Vol.16, pp. 22-27). <http://www.lrecconf.org/proceedings/lrec2016/workshops/LREC2016WorkshopISA12proceedings.pdf>

Register, genre, style - or just: style?

Ninke Stukker (Rijksuniversiteit Groningen)

The past decennia have witnessed a growing interest in discourse phenomena in linguistic theory. Yet today, our understanding of linguistic structure beyond the sentence level is still far from complete. One of the unresolved issues concerns the nature of meaning construction on the macro-level of discourse interpretation, as opposed to meaning aspects associated with clauses and sentences, which can be referred to as belonging to the micro-level of language. It has been common practice to classify concepts of macro-level meaning into different types, such as on the one hand, the well-known distinction between concepts that represent “functions” with respect to a given communicative situation (medium, setting, communicative purposes, for example), commonly referred to with the terms “register” or “genre” – and on the other hand concepts associated with aesthetic or artistic aspects of discourse interpretation referred to as “style”.

I will argue that the distinction between register, genre and style may be useful to label different domains of analysis, but is elusive when it comes to our understanding of the underlying linguistic operation of discourse meaning. To do so, I will report analyses of deviant uses – associated with the typically “literary” artistic concept of *foregrounding* - of verb tenses and causality markers marking perspectivization macro effects in a corpus of Dutch literary fiction (associated with aesthetic, artistic meaning) and various news genres (associated with functional situational meaning). I will demonstrate that macro-level discourse interpretations related to *foregrounding* originate from the linguistic and cognitive operation of micro-level linguistic constructions in contexts traditionally referred to as registers, genres or styles in exactly the same way. I will interpret my findings in a linguistic stylistic theoretical framework, and will discuss the benefits of an integrative approach of discourse meaning, generalizing over specific domains of use.